

ASD Academic Plan

Health: 5th Grade

Grade Level: 5th Grade	Course Description: This course offers a sequentially developed health curriculum focusing on age appropriate knowledge and skills necessary to maintain and improve over-all health and well-being. Overall Goals: <ul style="list-style-type: none"> To facilitate understanding of fundamental health concepts and disease prevention To build respect for and promote the health and well-being of one's self and others through appreciation of positive personal and community health values and good communication skills To promote acceptance of personal responsibility for health enhancing behaviors and reduction of health risks through the use of critical thinking skills To provide for the informed use of health related information, products, and services To build resiliency into the process of growth and development
Length: Year	
Prerequisites: None	
Repeatable for additional credits: N/A	

Year At a Glance

QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
<p style="text-align: center;">Getting Started</p> <p>Class Rules and Responsibilities Health and SEL Getting to Know You Working Together</p> <p style="text-align: center;">First Aid Facts</p> <p>First aid-What, Who, When First Aid The You Can Do Your Community And How To Call For Help Taking Precautions Conflict resolution rules and steps</p> <p style="text-align: center;">Personal Safety</p> <p>Send The Message: My Body Is Private Sexual Harassment Refusal Skills Getting Help</p>	<p style="text-align: center;">Brainstorms</p> <p>The Amazing Brain Sending Signals Drugs and The Damage They Do Injuries and Disorders</p> <p style="text-align: center;">You Are What You Eat</p> <p>Beyond the Basics Life Style and Nutrition What Can Go Wrong Making a Difference</p> <p style="text-align: center;">Love Your Lungs</p> <p>The Respiratory System Community Health and Diseases of the Respiratory System Smoking and Your Lungs Pollution in the Community</p>	<p style="text-align: center;">Growing Up</p> <p>Hormones and Your Body Growing Up Male and Female Good Hygiene and Feeling Good About Growing Up With A Healthy Attitude</p> <p style="text-align: center;">About Blood and HIV</p> <p>Your Circulatory System Your Blood And Your Immune System HIV, Enemy of the Immune System Helping Hands</p>	<p style="text-align: center;">The Truth About Drugs</p> <p>The Effects Of Use, Misuse And Abuse Of Drugs Drug Abuse And The Family Drugs And Advertising Choose To Be Drug Free</p> <p style="text-align: center;">Bones and Muscles</p> <p>Bones Muscles Physical Activity And Environment What Makes A Body Great</p>

ASD Teacher Academic Plan: ELEMENTARY HEALTH – 5th Grade

Quarter 1

Enduring Understanding – Individuals have the right and responsibility to be safe. The importance of developing basic first aid skills and getting help in time of need can be acquired early on and used for a lifetime.

Essential Questions

- What can a student do in an emergency and who can help?
- How can a student identify and avoid situations that pose health and safety risks?

Essential Concepts <i>The most important learning that maps to the Standards.</i>	Essential Vocabulary <i>Words that directly link to the learning outcome.</i>	Standards <i>Standard Reference #</i>	Assessments <i>Possible assessments that demonstrate students' ability to show progress or mastery of one or more standards.</i>	Instructional Resources <i>Materials for teachers.</i>	Instructional Considerations <i>Pacing information and ideas for teacher implementation.</i>
Getting Started Class Rules and Responsibilities Expectations, rules, grading Health and SEL What's it all about? Critical Thinking Skills Getting to Know You Your name and thoughts Working Together Small and large group activities	Respect Responsibility Expectation Cooperation	HL: B.1, B.2, C.1, D.6 NHES: 5.5.4; 5.5.6; SEL: 1D, 3B, 4A, 4B, 4C CCSS: RI.5.7; FS.5.3.a; FS.5.4.a; SL.5.1.b	Observation Anecdotal Record Rubric of Effort and Participation Pre/Post Test	The Great Body Shop Teacher's Edition Critical Thinking Charts SEL materials	Getting Started Unit – 1-2 weeks

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Essential Concepts <i>The most important learning that maps to the Standards.</i>	Essential Vocabulary <i>Words that directly link to the learning outcome.</i>	Standards <i>Standard Reference #</i>	Assessments <i>Possible assessments that demonstrate students' ability to show progress or mastery of one or more standards.</i>	Instructional Resources <i>Materials for teachers.</i>	Instructional Considerations <i>Pacing information and ideas for teacher implementation.</i>
<u>First Aid Facts:</u> First aid – What, Who, When Emergency response steps First Aid That You Can Do Handling minor emergencies	First aid Triage Choking Aggressive Assertive Passive	HL: A.2, A.3 NHES: 1.5.2; 1.5.5; 2.5.1; 3.5.1; 3.5.2; 4.5.4; 5.5.1; 5.5.2; 5.5.3; 6.5.2; 7.5.1; 7.5.3; 8.5.1 SEL: 1C, 2C, 3B CCSS: RI.5.1; RI.5.7; FS.5.3.a; FS.5.4.a; W.5.2.d; W.5.8; SL.5.1.b; L.5.6	Observation Anecdotal Record Rubric of Effort and Participation	The Great Body Shop Teacher's Edition Student Issue	Safety Unit – Week 1
Your Community and How To Call For Help Public Safety and Groups Taking Precautions Risky situations and refusal skills	Assertive Aggressive Passive Risk Risky situation	HL: A.5, B.1, B.4, C.5, D.1, D.3, NHES: 1.5.3; 1.5.4; 1.5.5; 2.5.4; 3.5.1; 3.5.2; 4.5.1; 4.5.2; 4.5.3; 4.5.4; 5.5.1; 5.5.2; 5.5.3; 5.5.4; 5.5.5; 6.5.2; 7.5.1; 7.5.3; 8.5.1 SEL: 1C, 3B, 4B CCSS: RI.5.7; FS.5.3.a; FS.5.4.a; W.5.2.d; W.5.8; SL.5.1.b	Observation Anecdotal Record Rubric of Effort and Participation End of Unit Quiz	The Great Body Shop Teacher's Edition Student Issue	Safety Unit – Week 2
<u>Personal Safety</u> Send The Message: My Body Is Private Safety skills: refusal skills, get permission, get a partner, distinguishing touches, getting help Unit 5, Lesson 4 Reinforcement Activity 17	Personal safety Passive Assertive Aggressive Sexual harassment Private body parts Sexual abuse Touch continuum	HL: A.1, C.4, D.1 NHES: 1.5.2; 1.5.4; 1.5.5; 2.5.4; 3.5.2; 4.5.2; 4.5.4; 5.5.1; 5.5.3; 6.5.2; 7.5.2; 7.5.3; 8.5.1 SEL: 4A, 4C CCSS: RI.5.7; FS.5.3.a; FS.5.4.a; W.5.2.d; W.5.8; SL.5.1.b	Observation Anecdotal Record Rubric of Effort and Participation	The Great Body Shop Teacher's Edition <u>It's My Body</u> (Big Book) <u>The Right Touch</u> – Book <u>3 Kinds of Touches</u> - video Anatomically Correct Baby Models STAR – guest speaker (optional)	Personal Safety – <i>May be incorporated into the existing Safety Unit.</i> Mandatory by Oc.t 15.

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“Practice Means Being Prepared” p.57					
<p style="text-align: center;">Quarter 2</p> <p>Enduring Understanding – The structure and functions of the central nervous system are examined along with the concepts of life-long damage to and protections of the brain are explored. Understanding how nutritional needs are based on age, gender, life style, and other health factors, and how to take responsibility for those needs. How the major organs of the respiratory system work, how they can be compromised, and how we can protect them and make them strong and healthy.</p> <p>Essential Questions</p> <ul style="list-style-type: none"> • How do the parts of the central nervous system work, individually and together, and what can cause them harm? • How do different nutrients benefit the body? • What are different factors that affect food choices and health, and how can we control them? • How does the respiratory system work efficiently? • How do pollution, smoking, and community factors harm the lungs, and what can one do to help prevent these issues? 					
Essential Concepts <i>The most important learning that maps to the Standards.</i>	Essential Vocabulary <i>Words that directly link to the learning outcome.</i>	Standards <i>Standard Reference #</i>	Assessments <i>Possible assessments that demonstrate students’ ability to show progress or mastery of one or more standards.</i>	Instructional Resources <i>Materials for teachers.</i>	Instructional Considerations <i>Pacing information and ideas for teacher implementation.</i>
<p><u>Brainstorms: Your Central Nervous System</u></p> <p>The Amazing Brain Structure and functions of the brain and different modes of learning</p> <p>Sending Signals Parts of the central nervous system</p>	<p>Brainstorm</p> <p>Central Nervous System</p> <p>Brain stem Cerebrum</p> <p>Hemisphere Cerebellum</p> <p>Thalamus Hypothalamus</p> <p>Nerve fibers Neurons</p> <p>Spinal cord Stimulus</p> <p>Dendrites Axons</p> <p>Sensory nerves</p> <p>Motor nerves</p> <p>Synapse Reflex action</p>	<p>HL: A.1, B.4, C.3</p> <p>NHES: 1.5.2; 2.5.1; 4.5.4; 5.5.1; 5.5.2; 6.5.1; 6.5.2; 7.5.1; 7.5.2; 8.5.1</p> <p>SEL: 2D</p> <p>CCSS: RI.5.7; FS.5.3.a; FS.5.4.a; SL.5.1.b</p>	<p>Observation</p> <p>Anecdotal Record</p> <p>Rubric of Effort and Participation</p>	<p>The Great Body Shop Teacher’s Edition</p> <p>Student Issue</p> <p>Critical Skills Poster: Compare and Contrast</p> <p>Brain Model</p>	<p>Body Systems Unit – Week 1</p> <p><i>(This unit’s beginning and ending may span two quarters due to the Health Teacher’s rotation between school sites)</i></p>
<p>Drugs and the Damage They Do</p> <p>Injuries and Disorders Conflict resolution rules and steps</p>	<p>Concussion</p> <p>Conflict</p>	<p>HL: A.2, A.3, C.1, C.4, D.3</p> <p>NHES: 1.5.2; 1.5.4; 4.5.2; 4.5.3; 5.5.1; 5.5.4; 7.5.1; 7.5.3; 8.51</p> <p>SEL: 1D, 2B, 3C, 4C</p>	<p>Observation</p> <p>Anecdotal Record</p> <p>Rubric of Effort and Participation</p> <p>End of Unit Quiz</p>	<p>The Great Body Shop Teacher’s Edition</p> <p>Student Issue</p> <p>Critical Thinking Skills: Compare and Contrast Predicting Consequences</p>	<p>Body Systems Unit – Week 2</p>

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		CCSS: RI.5.3; RI.5.7; FS.5.3.a; FS.5.4.a; SL.5.1.b			
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<u>You are What You Eat</u> Beyond the Basics Nutritional guidelines and MyPlate Life Cycle and Nutrition Nutritional needs and food choices	Carbohydrates Lactose Protein Fats Vitamins and Minerals Water Refined white flour Whole wheat Calcium MyPlate	HL: A.1, A.5, A.6, A.8, B.3, C.6 NHES: 1.5.1; 1.5.2; 2.5.1; 2.5.2; 2.5.3; 2.5.4; 2.5.5; 5.5.1; 5.5.4; 5.5.5; 7.5.1; 7.5.2; 8.5.1; 8.5.2 SEL: 2C, 1D CCSS: RI.5.7; FS.5.3.a; FS.5.4.a; SL.5.1.b	Observation Anecdotal Record Rubric of Effort and Participation	The Great Body Shop Teacher's Edition Student Issue Critical Skills Posters: Compare and Contrast Predicting Consequences	Nutrition Unit – Week 1
What Can Go Wrong Food-related illnesses and prevention Making a Difference Responsibility of promoting good nutrition	Contaminated Salmonella Poultry Trichinosis Hepatitis A Epidemiologists Malnutrition	HL: A.2, A.3, A.6, B.4, B.5, D.1, D.3, D.4, D.6 NHES: 1.5.1; 1.5.2; 1.5.3; 1.5.4; 2.5.4; 3.5.2; 5.5.1; 5.5.3; 5.5.5; 6.5.2; 8.5.1; 8.5.2 SEL: 2C CCSS: RI.5.7; FS.5.3.a; FS.5.4.a; SL.5.1.b; SL.5.1.C	Observation Anecdotal Record Rubric of Effort and Participation End of Unit Quiz	The Great Body Shop Teacher's Edition Student Issue Critical Thinking Poster: Decision Making	Nutrition Unit – Week 2

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Essential Concepts <i>The most important learning that maps to the Standards.</i>	Essential Vocabulary <i>Words that directly link to the learning outcome.</i>	Standards <i>Standard Reference #</i>	Assessments <i>Possible assessments that demonstrate students' ability to show progress or mastery of one or more standards.</i>	Instructional Resources <i>Materials for teachers.</i>	Instructional Considerations <i>Pacing information and ideas for teacher implementation.</i>
<p><u>Love Your Lungs</u></p> <p>The Respiratory System Major organs and what they do</p> <p>Community Health and Diseases of the Respiratory System Respiratory diseases and impact on the community</p>	<p>Oxygen Cilia Trachea Esophagus Epiglottis Bronchi Bronchiole Alveoli Carbon dioxide Diaphragm Vocal cords Influenza Allergies Constrict Bronchitis Pneumonia Pus Tuberculosis Communicable Erode Aerobic</p>	<p>HL: A.1, A.2, A.3</p> <p>NHES: 1.5.2; 2.5.4; 5.5.1; 5.5.4; 7.5.1; 7.5.2; 7.5.3; 8.5.1</p> <p>SEL: 1D, 2C</p> <p>CCSS: RI.5.7; FS.5.3.a; FS.5.4.a; SL.5.1.b; SL.5.1.C</p>	<p>Observation</p> <p>Anecdotal Record</p> <p>Rubric of Effort and Participation</p>	<p>The Great Body Shop Teacher's Edition</p> <p>Student Issue</p> <p>Lung Kit</p> <p>Compare and Contrast Poster</p>	<p>Healthy Habits/Heart and Lungs Unit – Week 1 <i>(This unit's beginning and ending may span two quarters due to the Health Teacher's rotation between school sites)</i></p>
<p>Smoking And Your Lungs Value of being smoke-free</p> <p>Pollution In The Community Community risk factors and agencies connected with respiratory health</p>	<p>Nicotine Emphysema Tar Lung cancer Carbon monoxide Clot Community Addictive</p>	<p>HL: A.2, A.3, A.6, D.2, D.5, D.6</p> <p>NHES: 1.5.2; 1.5.3; 2.5.4; 2.5.5; 3.5.2; 4.5.1; 4.5.2; 4.5.3; 5.5.1; 6.5.1; 7.5.1; 7.5.3; 8.5.1; 8.5.2</p> <p>SEL: 3B</p> <p>CCSS: RI.5.7; FS.5.3.a; FS.5.4.a; SL.5.1.b; SL.5.1.C</p>	<p>Observation</p> <p>Anecdotal Record</p> <p>Rubric of Effort and Participation</p> <p>End of Unit Quiz</p>	<p>The Great Body Shop Teacher's Edition</p> <p>Student Issue</p>	<p>Healthy Habits/Heart and Lungs Unit – Week 2 <i>(This unit's beginning and ending may span two quarters due to the Health Teacher's rotation between school sites)</i></p>

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Quarter 3					
<p>Enduring Understanding – How puberty and the endocrine system effect changes to boys and girls as they begin to grow into adults, and what it means to be mature. The role of the circulatory system, the immune system within the blood in the circulatory system, and how we can maintain and/or compromise these systems are examined. Also, how we can show compassion and understanding to others with diseases of the immune system, particularly with HIV/AIDS.</p> <p>Essential Questions</p> <ul style="list-style-type: none"> • What are the physical and emotional differences and similarities between boys and girls? • What role does hygiene play during puberty? • What skills are needed to demonstrate maturity? • How does the immune system work • Who can get HIV and how? • What can one do for a person who is ill with AIDS? 					
Essential Concepts <i>The most important learning that maps to the Standards.</i>	Essential Vocabulary <i>Words that directly link to the learning outcome.</i>	Standards <i>Standard Reference #</i>	Assessments <i>Possible assessments that demonstrate students' ability to show progress or mastery of one or more standards.</i>	Instructional Resources <i>Materials for teachers.</i>	Instructional Considerations <i>Pacing information and ideas for teacher implementation.</i>
<p>Growing Up Hormones and Your Body</p> <p>The endocrine system</p> <p>Growing Up Male and Female</p> <p>Biological differences and respecting one another</p>	<p>Puberty Hormones</p> <p>Endocrine glands</p> <p>Pituitary gland</p> <p>Thyroid gland</p> <p>Pancreas Insulin</p> <p>Glucose Diabetes</p> <p>Ovaries Testes/testicles</p> <p>Fallopian tube Androgens</p> <p>Eggs Uterus</p> <p>Menstrual period</p> <p>Vagina Sperm</p>	<p>HL: A.4, A.7, A.8, B.2, B.5, C.3, C.4, C.5</p> <p>NHES: 1.5.1; 1.5.2; 2.5.1; 5.5.4; 7.5.1; 7.5.2; 8.5.1</p> <p>SEL: 1A, 1D, 3C</p> <p>CCSS: RI.5.1; RI.5.4; RI.5.7; FS.5.3.a; FS.5.4.a; SL.5.1.b; SL.5.1.c</p>	<p>Observation</p> <p>Anecdotal Record</p> <p>Rubric of Effort and Participation</p>	<p>The Great Body Shop Teacher's Edition</p> <p>Student Issue</p> <p>Critical Skills Poster: Predicting Consequences Compare and Contrast</p> <p>Video: <u>You Yourself and Puberty; Always Changing</u> (coed version)</p>	<p>Human Growth and Development Unit – Week 1</p>
<p>Good Hygiene and Feeling Good About The Way You Look</p> <p>Growing Up With A Healthy Attitude</p> <p>Health and safety values of a mature individual</p>	<p>Hygiene</p> <p>Appearance</p> <p>Emotions</p> <p>Deodorants</p> <p>Antiperspirants</p> <p>Peer pressure</p> <p>Positive peer pressure</p> <p>Negative peer pressure</p>	<p>HL: A.1, A.2, A.6, A.7, B.1, C.4, C.5</p> <p>NHES: 1.5.1; 1.5.2; 2.5.3; 2.5.4; 2.5.5; 2.5.6; 3.5.1; 3.5.2; 4.5.1; 4.5.2; 4.5.3; 4.5.4; 5.5.3; 5.5.5; 6.5.2; 7.5.1; 7.5.2; 7.5.3; 8.5.1</p> <p>SEL: 1A, 1B, 4B</p> <p>CCSS: RI.5.7; FS.5.3.a;</p>	<p>Observation</p> <p>Anecdotal Record</p> <p>Rubric of Effort and Participation</p> <p>End of Unit Quiz</p>	<p>The Great Body Shop Teacher's Edition</p> <p>Student Issue</p>	<p>Human Growth and Development Unit – Week 2</p>

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		FS.5.4.a; SL.5.1.b; SL.5.1.c; L.5.6			
Essential Concepts <i>The most important learning that maps to the Standards.</i>	Essential Vocabulary <i>Words that directly link to the learning outcome.</i>	Standards <i>Standard Reference #</i>	Assessments <i>Possible assessments that demonstrate students' ability to show progress or mastery of one or more standards.</i>	Instructional Resources <i>Materials for teachers.</i>	Instructional Considerations <i>Pacing information and ideas for teacher implementation.</i>
<u>About Blood and HIV</u> Your Circulatory System How it works and how nutrition and exercise benefit the system Your Blood And Your Immune System Components of blood, the jobs they do, and immunizations	Circulatory system Arteries Veins Capillaries Aorta Atria Ventricles Carbon dioxide Plasma Platelets Clotting Red Blood cells White blood cells Antibodies Hemoglobin Pus	HL: A.1, A.2, B.1 NHES: 1.5.1; 1.5.2; 5.5.1; 5.5.4; 5.5.5; 7.5.1 SEL: 2C CCSS: RI.5.7; FS.5.3.a; FS.5.4.a; SL.5.1.b; SL.5.1.c	Observation Anecdotal Record Rubric of Effort and Participation	The Great Body Shop Teacher's Edition Student Issue Critical Skills Poster: Predicting Consequences Heart Model	Diseases Unit – Week 1 <i>(This unit's beginning and ending may span two quarters due to the Health Teacher's rotation between school sites)</i>
HIV, Enemy of the Immune System Avoiding behaviors that pose a risk of contracting HIV Helping Hands Compassion and empathy	HIV AIDS Acquired Immune Deficiency Syndrome Compassion Empathy	HL: B.5 NHES: 1.5.2; 2.5.4; 3.5.2; 4.5.2; 6.5.1; 6.5.2; 7.5.1; 7.5.2; 7.5.3; 8.5.1; 8.5.2 SEL: 2C, 3A, 3B, 3C CCSS: RI.5.7; FS.5.3.a; FS.5.4.a; SL.5.1.b; SL.5.1.c	Observation Anecdotal Record Rubric of Effort and Participation End of Unit Quiz	The Great Body Shop Teacher's Edition Student Issue	Diseases Unit – Week 2 <i>(This unit's beginning and ending may span two quarters due to the Health Teacher's rotation between school sites)</i>

ASD Teacher Academic Plan: ELEMENTARY HEALTH – 5th Grade

Quarter 4

Enduring Understanding - Drug abuse affects the whole family, not just the individual. Learning how to avoid the dangers of legal and illegal drugs and knowing how to find help for those who need it are essential. The muscles and bones work together and team up as the musculoskeletal system. Benefits to the systems from a healthy diet and exercise, and factors that can cause problems are examined.

Essential Questions

- How do different drugs affect the body?
- Why do people take drugs, and what can one do to avoid the risks of drugs?
- What can a person do to support a strong and healthy musculoskeletal system?
- What makes a body great?

Essential Concepts <i>The most important learning that maps to the Standards.</i>	Essential Vocabulary <i>Words that directly link to the learning outcome.</i>	Standards <i>Standard Reference #</i>	Assessments <i>Possible assessments that demonstrate students' ability to show progress or mastery of one or more standards.</i>	Instructional Resources <i>Materials for teachers.</i>	Instructional Considerations <i>Pacing information and ideas for teacher implementation.</i>
<u>Danger Ahead: The Truth About Drugs</u> The Effects Of Use, Misuse And Abuse Of Drugs Define terms and effects of different categories of drugs Drug Abuse And The Family Abuse affects the whole family and community resources	Alcopop Stimulant Depressant Inhalants Hallucinogen Paranoia Illegal Narcotics Cannabis Proper use Drug misuse Drug abuse Addicted Nicotine Alcoholic	HL: A.2, A.3, A.5, B.4 NHES: 1.5.3; 1.5.4; 1.5.5; 2.5.1; 2.5.4; 3.5.2; 4.5.4; 5.5.3; 6.5.1; 6.5.2; 7.5.1; 7.5.3; 8.5.1 SEL: 1C, 2D CCSS: RI.5.3; RI.5.7; FS.5.3.a; FS.5.4.a; SL.5.1.b; SL.5.1.c; L.5.6	Observation Anecdotal Record Rubric of Effort and Participation	The Great Body Shop Teacher's Edition Student Issue Critical Thinking Poster: Compare and Contrast	Just Say No to Drugs Unit – Week 1
Drugs and Advertising Looking at advertising and possible consequences Choose To Be Drug Free Strong positive values and good health	Assets	HL: B.2, D.6 NHES: 1.5.2; 2.5.5; 3.5.2; 5.5.1; 5.5.3; 5.5.4; 5.5.5; 6.5.2; 8.5.1; SEL: 1B, 2C CCSS: RI.5.3; RI.5.7; FS.5.3.a; FS.5.4.a; SL.5.1.b; SL.5.1.c	Observation Anecdotal Record Rubric of Effort and Participation End of Unit Quiz	The Great Body Shop Teacher's Edition Student Issue Critical Thinking Poster: Predicting Consequences Compare and Contrast	Just Say No to Drugs Unit – Week 2

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Essential Concepts <i>The most important learning that maps to the Standards.</i>	Essential Vocabulary <i>Words that directly link to the learning outcome.</i>	Standards <i>Standard Reference #</i>	Assessments <i>Possible assessments that demonstrate students' ability to show progress or mastery of one or more standards.</i>	Instructional Resources <i>Materials for teachers.</i>	Instructional Considerations <i>Pacing information and ideas for teacher implementation.</i>
<p><u>Bones and Muscles: A Terrific Team</u></p> <p>Bones Personal functions, healing, and maintenance</p> <p>Muscles Three muscle groups and their functions</p>	<p>Musculoskeletal System</p> <p>Calcium</p> <p>Skeleton</p> <p>Cartilage</p> <p>Vertebrae</p> <p>Marrow</p> <p>Joint</p> <p>Ligament</p> <p>Smooth muscle</p> <p>Skeletal muscle</p> <p>Tendons</p> <p>Lactic acid</p> <p>Anabolic Steroid</p>	<p>HL: A.6</p> <p>NHES: 1.5.1; 1.5.2; 1.5.4; 5.5.1; 5.5.3; 5.5.4; 5.5.5; 6.5.1; 7.5.1; 7.5.2;</p> <p>SEL: 2D</p> <p>CCSS: RI.5.7; FS.5.3.a; FS.5.4.a; SL.5.1.b; L.5.6</p>	<p>Observation</p> <p>Anecdotal Record</p> <p>Rubric of Effort and Participation</p>	<p>The Great Body Shop Teacher's Edition</p> <p>Student Issue</p> <p>Critical Skills Posters: Predicting Consequences Compare and Contrast</p> <p>Skeleton Model</p>	<p>Physical Fitness Unit – Week 1</p>
<p>Physical Activity and Environment Appropriate gear and activity conditions</p> <p>What Makes A Body Great Positive attitude, daily exercise, nutritious diet, good decision making skills, and respect for others while participating in sports</p>		<p>HL: A.2, A.3, B.3, C.3, C.4, C.5, C.6</p> <p>NHES: 1.5.2; 1.5.4; 2.5.2; 5.5.1; 5.5.3; 5.5.5; 6.5.1; 7.5.1; 7.5.2; 7.5.3; 8.5.1</p> <p>SEL: 2C, 3C, 4A</p> <p>CCSS: RI.5.7; FS.5.3.a; FS.5.4.a; SL.5.1.b; SL.5.1.c</p>	<p>Observation</p> <p>Anecdotal Record</p> <p>Rubric of Effort and Participation</p> <p>End of Unit Quiz</p> <p>Pre/Post Quiz</p>	<p>The Great Body Shop Teacher's Edition</p> <p>Student Issue</p>	<p>Physical Fitness Unit – Week 2</p>

ASD Teacher Academic Plan: ELEMENTARY HEALTH – 5th Grade

Key Vocabulary

Quarter 1

Word	Definition
Aggressive	Hostile, intimidating, possibly violent
Assertive	Firm, direct or clear in speech or action
Calcium	A mineral that strengthens bones and teeth which is commonly found in dairy products and leafy greens
First Aid	Emergency medical treatment for injury or sudden illness, given before regular medical care can be obtained
Influenza	A type of respiratory illness caused by a virus
MyPlate	A guideline that suggests a daily diet consisting of fruits (20%), grains (30%), protein (20%), and vegetables (30%), with a very small amount of dairy
Passive	Weak, timid, or unresponsive in speech or action
Personal Safety	Personal actions that prevent physical or emotional injury
Private Parts	The parts of the body that a bathing suit would cover
Risk	To take the chance of a possible injury or loss
Risky Situation	A situation that could result in injury or loss
Sexual Abuse	Any sort of non-consensual sexual contact
Sexual Harassment	Any type of unwanted conduct of a sexual nature
Touch Continuum	A visual continuum to help distinguish between appropriate, inappropriate, and confusing touches
Triage	Ranking the injured according to how badly they are hurt

Quarter 2

Word	Definition
Addictive	A substance or drug that can cause a physical dependency
Aerobic	To stimulate the heart and lungs and thereby improve the body's ability to utilize oxygen
Allergy	A medical condition that causes a person to become sick after eating, touching, or breathing in a substance that is ordinarily harmless
Alveoli	Tiny air sacs within the lungs through which oxygen and carbon dioxide are exchanged
Axon	The long threadlike part of a nerve cell; the path through which messages leave the nerve cell
Brain	The organ of the central nervous system contained within the skull, which thinks, interprets sensations and coordinates motion and other activity in the rest of the body; it is the body's control center
Brain Stem	The part of the brain located at the top of the spinal cord which controls involuntary digestion, cardiovascular, and respiratory functions
Brainstorm	A group discussion to produce ideas and ways of solving problems
Bronchi	The two main branches into which the windpipe divides and which leads into a lung
Bronchiole	Tiny branches inside the lungs leading from the bronchiole tubes which carry air to the alveoli
Bronchitis	An infection of the lungs in which the bronchi become swollen allowing less air to pass through them
Capillaries	Tiny, thin blood vessels that connect the end of an artery to the beginning of a vein
Carbohydrates	A group of nutrients that can be broken down to release energy in the body; including sugars and starch
Carbon Dioxide	A waste gas that cells give off and is exhaled during respiration; also absorbed by plants during photosynthesis
Carbon Monoxide	A poisonous gas found in the smoke emitted from a burning cigarette or the exhaust of a car
Central Nervous System	The body parts that work together to control it's activity; consists of the brain, spinal cord and nerves
Cerebellum	The part of the brain that controls muscle coordination, balance and movement
Cerebrum	The part of the brain that controls voluntary movement and conscious mental activity; thinking and learning
Cilia	Tiny hairs in the nasal passages, bronchi, and trachea which help remove dust and dirt particles
Clot	Blood cells that stick together and create a mass

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Communicable	Able to be passed from one person to another; contagious or infectious
Community	A group of people who are linked by common needs, interests or goals; the area in which people live
Concussion	Temporary unconsciousness caused by a hard bump to the head
Conflict	A disagreement
Constrict	Become narrower
Contaminated	To become unusable or infected by contact or addition of unwanted or harmful substance
Dendrites	Branching extensions of a nerve cell that carry impulses to the cell body; the path through which messages enter the nerve cell
Diaphragm	The large, flat muscle under the lungs; is responsible for inflating the lungs during respiration
Emphysema	A disease in which air sacs of the lungs are damaged, causing breathlessness; often caused by smoking cigarettes
Epidemiologist	A health professional who investigates the patterns and causes of disease, illness and/or injury
Epiglottis	A small flap of cartilage that prevents food from entering the windpipe during swallowing
Erode	Gradually wear away
Esophagus	The muscular tube for the passage of food from the mouth to the stomach; the gullet
Fats	A nutrient that helps the body absorb other nutrients; very little is needed to maintain good health
Hemisphere	A half of a sphere; half of the earth; the left or right half of the brain
Hepatitis A	A dangerous, but curable, form of viral hepatitis transmitted by contaminated food; a liver disease that causes fever, jaundice, stomach upset, joint pains and yellowing of the whites of the eyes
Hypothalamus	A bundle of nerves in the brain that controls body temperature and is involved in sleep and emotional activity
Lactose	A carbohydrate found in milk that breaks down into glucose and galactose, two types of sugar
Lung Cancer	A disease in which a tumor grows on the lungs; often caused by smoking cigarettes
Malnutrition	Lack of proper nutrition due to poor diet
Motor Nerves	Nerves that send messages from the brain to the muscles and glands
Nerve Fibers	Thread like fibers of a neuron, located in the dendrite and axon, which allow it to conduct impulses or send messages
Neuron	A single nerve cell, including its axons and dendrites, who job is to transmit nerve impulses
Nicotine	The addictive drug found in tobacco
Oxygen	A colorless, odorless gas that is the life-supporting component of the air
Pneumonia	Infection of the lungs and alveoli in which extra mucus and/or pus become trapped in the lungs
Poultry	Domestic birds that are raised as a source of meat and eggs, such as chickens and turkeys, or the meat from these birds
Protein	The nutrient that helps the body grow and repair itself
Pus	A thick white or yellow liquid that forms around infections and that contains white blood cells to help combat the infection
Refined White Flour	Flour made from wheat that has been stripped of the nutrient-rich outer bran coating of the kernel
Reflex Action	An action or movement that is done automatically, without conscious thought; an action controlled by the spinal cord rather than the brain
Salmonella	A bacteria that is transmitted primarily through contaminated poultry and eggs and causes food poisoning when eaten
Sensory Nerve	A nerve that sends sensory impulses, or messages, to receptor nerves, located in the brain, to be processed
Spinal Cord	The bundle of nerve fibers enclosed in the spine that connects nearly all parts of the body to the brain
Stimulus	Anything that can cause a physiological response in a cell, a tissue or an organism
Synapse	The tiny gap between two nerve cells where chemicals are released that create a tiny electrical charge which transmits impulses, or messages, from the dendrite of one neuron to the axon of another neuron
Tar	The material in tobacco that leaves a black, stick film on the lungs
Thalamus	That part of the brain that receives sensory signals from the body and sends them to the proper place in the brain and helps decipher information that should and should not be committed to memory
Trachea	The windpipe
Trichinosis	A dangerous disease caused by small worms that are passed to humans that have eaten inadequately cooked meat, usually pork, and causes fever, muscle swelling, nausea, and pain
Tuberculosis	A contagious disease caused by infectious bacteria and characterized by the growth of nodules (holes) in bodily tissue, especially the lungs
Vitamins and Minerals	Nutrients that help the body heal and function properly

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Vocal Cords	Folds of tissue located in the larynx that vibrate as air passes through, creating vocal sounds
Water	A nutrient required to sustain most forms of life and is the basis of fluids of living organisms
Whole Wheat Flour	Flour made from wheat that has not been stripped of the nutrient-rich outer bran coating of the kernel
Quarter 3	
Word	Definition
Acquire	To receive or gain
AIDS	An acronym for “acquired immune deficiency syndrome,” a disease of the body’s immune system, transferred through body fluids, which attacks white blood cells
Antibodies	Proteins in the blood that neutralize or destroy particular toxic substances or germs and provide immunity against them; produced by white blood cells
Antiperspirant	A substance that is applied to the skin, especially under the arms, to prevent or reduce perspiration or sweating
Aorta	The main artery that carries oxygenated blood from the left side of the heart to the arteries of all the rest of the body
Appearance	The a person is dressed or groomed
Arteries	Blood vessels that carry oxygen-rich blood away from your heart
Circulatory System	The system that circulates blood throughout the body and is composed of the heart, arteries, veins, capillaries and blood
Clotting	When platelets in the blood form a mass, or clot, that stops the flow of blood, especially at the site of a cut
Compassion	Awareness of another person’s suffering and the wish to relieve it
Deficiency	Lack or absence of something that is needed
Deodorant	A substance designed to destroy or mask unpleasant odors, especially body odor
Egg Cell	A female reproductive cell
Emotion	A natural state of mind deriving from one's circumstances, mood, or relationships with others
Empathy	Identification with and understanding of another person’s situation, feelings, or motives
Endocrine Glands	Glands of the endocrine system that secrete hormones into the blood
Diabetes	A metabolic disease in which the body’s inability to produce any or enough insulin causes elevated blood-sugar levels
Fallopian Tubes	Tubes through which egg cells pass from the ovaries to the uterus
Fertile	When an egg cell has combined with a sperm cell and is capable of growing into a baby
Glucose	A simple sugar that is an important energy source in living organisms and is a component of many carbohydrates
Hemoglobin	The protein in red blood cells that carries oxygen to body tissues
HIV	Abbreviation for “human immunodeficiency virus,” a virus that causes AIDS by infecting and destroying T cells in the immune system
Hormones	Chemical produced in the body that control and regulate certain body functions and the activity of certain cells or organs
Hygiene	Cleanliness habits that promote good health and prevent illness
Immune	Resistant to a disease
Insulin	A hormone of the pancreas that controls the metabolism of carbohydrates by regulating the level of glucose in the blood; helps regulate blood-sugar levels
Mature	To become fully developed either mentally or physically, having the characteristics of an adult
Menstrual Period	The monthly discharge of blood lining of the uterus when the egg cell is not fertilized
Negative Peer Pressure	Influence from one’s peer group to act in a negative, unsafe or unethical manner
Ovaries	The female reproductive organs that releases eggs and hormones that regulate development and fertility
Pancreas	An organ that sends digestive juices to the small intestine and insulin into the blood
Peer Pressure	Influence from one’s peer group to act in a certain way
Pituitary Gland	A small gland of the endocrine system, located at the base of the brain, that produces important metabolic and developmental hormones and helps regulate the rest of the endocrine system; also know as the master gland
Plasma	The liquid part of the blood
Platelets	Tiny cells found in the blood that are associated with clotting
Positive Peer Pressure	Influence from one’s peer group to act in a positive, healthy or safe manner
Pregnant	Having a fertile egg in the uterus

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Puberty	The time during which the body develops and matures; the period in which the reproductive organs mature and become capable of reproduction
Pus	A thick white or yellow liquid that forms around infections and that contains white blood cells to help combat the infection
Red Blood Cell	A disk-shaped cell that carries oxygen and carbon dioxide to and from the body's tissues
Sperm Cell	A male reproductive cell
Syndrome	A group of symptoms that indicate the presence of a particular disease, disorder or condition
Testicles	The male reproductive organs that produce sperm and hormones that regulate development and fertility
Thyroid Gland	A gland of the endocrine system, located at the base of the throat, that secretes hormones to regulate growth and metabolism
Uterus	The organ in a woman's body where a fertile egg would grow into baby; also know as the womb
Vagina	The passage in a woman's body that leads from the uterus to the outside of the body; the female reproductive organ
Veins	Blood vessels that carry oxygen-depleted blood toward your heart
White Blood Cells	A colorless cell that circulates in the blood and helps protect the body from foreign substances, infections and disease
Quarter 4	
Word	Definition
Addicted	To crave or be dependent upon a habit-forming substance, such as a drug
Alcopop	A sweet, fizzy, alcoholic beverage
Alcoholic	A person who is addicted to, or dependent upon, alcohol
Anabolic Steroid	A synthetic hormone, sometimes used illegally by athletes to increase muscle size or strength, that promotes the growth of muscle and can cause many health problems when abused
Assets	A positive influences, quality or person
Ball and Socket Joint	A skeletal joint in which the ball-shaped end of a bone fits into and rotates freely within the hallow socket of another bone
Calcium	The mineral that strengthens bones and teeth which is commonly found in dairy products and leafy greens
Cannabis	The dried flowering tops of the Indian hemp plant, or the plant itself; marijuana; hashish
Cartilage	Rubbery tissue at the ends of the bones, helps the bones to move easily
Depressant	A drugs that slow down body functions and mental activity
Drug Abuse	The repeated misuse of a drug
Drug Misuse	Using a drug in a manner or a dose other than the directions state or in a way that is not recommended by a health care provider
Hallucinogen	A drugs that induces a false or distorted sense of reality; causes hallucinations
Heart Muscles	A type of muscle with unique fibers only found in the heart
Hinge joint	A joint that can only move straight out and back again
Illegal	Against the law
Inhalant	A volatile substance that produces chemical vapors which can be inhaled to induce a psychoactive, or mind-altering, effect or high; includes solvents, aerosols, gases and nitrites
Joint	The place where two or more bones come together
Lactic Acid	An organic acid produced in the muscle tissues during strenuous exercise
Ligament	Strong fibrous tissue that connect bones to one another or holds together a joint
Marrow	The soft tissue that fills the inside of most bones; and the place where red blood cells are produced
Narcotics	Addictive drugs that cause drowsiness and lower the perception of pain
Musculoskeletal System	The combination of the muscular and skeletal systems working together; includes the bones, muscles, tendons and ligaments of the body
Nicotine	The addictive drug found in tobacco
Paranoia	An unrealistic suspicion or mistrust of others; the eminent feeling that something bad will happen
Proper Use (Of A Drug)	Using a drug according to the directions stated or given by a health care provider
Skeleton	The inner framework of bones in the body, which supports and protects the organs
Skeletal Muscles	A muscle that is connected to the skeleton, made up of voluntary tissue that controls movement of body parts by tightening and relaxing
Smooth muscle	A muscle made up of involuntary tissue found in the internal organs and blood vessels, excluding the heart
Stimulant	A drug that speeds up body functions and mental activity

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Tendons	Strong fibrous tissue that attaches a muscle to a bone
Vertebrae	Each of the 33 separate bones forming the spine, or backbone, and containing a hole for the spinal cord to pass through